

English 33

Diploma Examination Results ✓

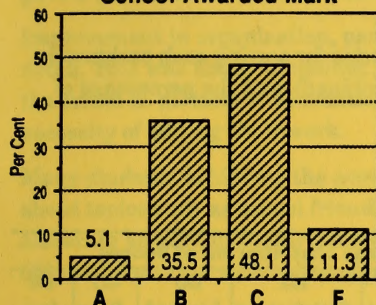
Examiners' Report

January 1992

CANADIANA

APR - 6 1992

School-Awarded Mark

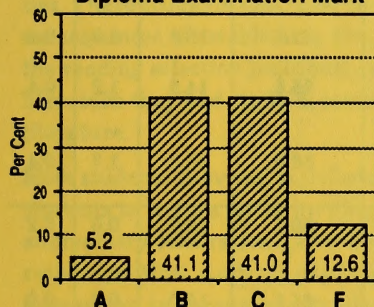


The summary information in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1992 administration of the English 33 Diploma Examination. The information is most helpful when used in conjunction with the detailed school and jurisdiction reports that have been mailed to schools and school jurisdiction offices. An annual provincial report containing a detailed analysis of the combined January, June, and August results will be available next fall.

Description of the Examination

The English 33 Diploma Examination consists of two parts: a written-response section worth 50% and a multiple-choice section worth 50%.

Diploma Examination Mark

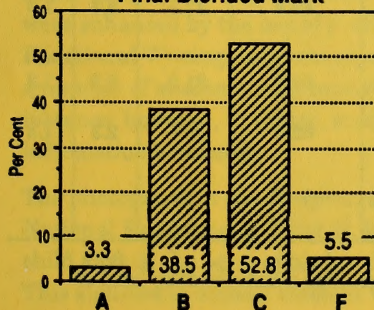


Achievement of Standards

The information reported is based on the final blended marks achieved by 4 090 students who wrote the January 1992 examination.

- 94.5% of these students achieved the acceptable standard (a final blended mark of 50% or higher).
- 3.3% of these students achieved the standard of excellence (a final blended mark of 80% or higher).

Final Blended Mark



Provincial Averages

- The average school-awarded mark was 61.3%.
- The average diploma examination mark was 62.7%.
- The average final blended mark, representing an equal weighting of the school-awarded and diploma examination marks, was 62.5%.

Part A: Written Response

Part A: Written Response is written at a different time from Part B: Reading (Multiple Choice) and contributes 50% of the total examination mark. Students are required to complete three writing assignments, each of which assesses a variety of writing and thinking skills.

Readers will find the results most meaningful in the context of the assignments and the scoring descriptors. The most useful starting place for reviewing these results is at the **Satisfactory (3)** level. Such work exceeds the pass mark of 50%. The scoring guides that describe proficiency levels are in the *English 33 Diploma Examination Update for 1991*, which is available in all schools.

The table below outlines the requirements for each assignment, the categories for scoring each assignment, the amount each category contributes to the total mark (Parts A and B combined), and the percentage of students achieving at the various levels.

Examination Blueprint and Percentage Distribution of Results

Description of the Writing Assignment	Scoring Category	Proportion of Total Mark (%)	Percentage Distribution of Scores					
			(5) Excellent	(4) Proficient	(3) Satisfactory	(2) Limited	(1) Poor	(0) Ins
Personal Response to Literature The student is required to discuss an aspect of literature from a personal perspective.	1. Thought and Detail	10.0	1.2	20.6	56.0	20.0	1.8	0.4
	2. Organization	5.0	1.3	19.5	62.4	15.6	0.9	0.4
	3. Matters of Choice	5.0	1.3	17.1	65.5	14.5	1.2	0.4
	4. Matters of Convention	5.0	1.9	23.8	56.0	16.3	1.7	0.4
Functional Writing The assignment is functional in nature. The student is required to write about a given situation.	1. Thought and Detail	10.0	1.2	21.8	60.2	16.0	0.6	0.2
	2. Organization	2.5	1.1	19.9	65.6	13.0	0.2	0.2
	3. Writing Skills	2.5	1.0	16.9	64.2	16.5	1.3	0.2
Response to Visual Communication The writing assignment is connected to one or more photographs and/or cartoons. The student is required to write about main ideas and techniques of visual communication.	1. Thought and Detail	5.0	0.5	9.0	48.4	37.6	3.3	1.3
	2. Organization	2.5	0.4	7.9	56.8	31.2	2.3	1.3
	3. Writing Skills	2.5	0.6	11.0	62.0	22.7	2.3	1.3

Note: The shaded portion represents the percentage of students who achieved or exceeded a **Satisfactory** level of performance.

Examiners' Comments Part A

The excerpt from *The Little Prince* in the **Personal Response to Literature** assignment required a challenging level of abstract thought on the students' part, and many students were able to relate the topic to meaningful aspects of their personal and literary experience. Students elaborated on such themes as "the creation of relationships is fundamental to the personal quality of life," "establishing relationships is imperative in helping a person prevail over life's difficulties," and, "when life is seen through the eyes of shared memories and moments, it becomes vividly colorful and wonderful." The majority of the students gave a personal anecdotal response to the assignment.

Improvement in organization, particularly in the use of transitions and in the arrangement of ideas, was noted. This was not accompanied, however, by a similar improvement in mechanics and grammar. Some of the errors in matters of convention seemed to stem from carelessness, and students should be advised of the necessity of editing their work.

Many students achieving the acceptable standard responded to the selection at the literal level and wrote about topics such as school friendships, infatuation, and dating. Although these students often provided an elaborate account of the circumstances leading up to the establishment of their special relationship, they did not follow this with a discussion of how their lives were made more meaningful.

Students achieving the standard of excellence responded to the universal implications of the selection and explored such topics as "the complexities of human needs," and "the necessity to trust others in order to be free to live and to love." Some students presented the idea that life is not made meaningful by establishing ties. These students described the devastation that can result from a failed relationship, and the negative consequences of establishing ties, such as a greater dependency on others. Students used quotations from the reading selection judiciously and in many instances, perceptively. Many students referred to other literature they had studied; some students commented on the thematic importance of "loneliness" in literature.

Most students provided satisfactory responses on the **Functional Writing** assignment, which required students to write a letter inviting former Nalwen Composite High School students to the school's 10th anniversary celebration. The topic enabled students to be creative and allowed for a wide range of responses. Most students used an appropriate tone; the best responses were those in which an enthusiastic tone served to encourage attendance at the anniversary celebration. The students were provided with fewer specific details in the assignment; this had the desired effect, in many instances, of producing work that was imaginative and personal in nature. Students achieving the acceptable standard used information supplied in the assignment without elaboration. The letters written by students achieving the standard of excellence were enhanced by the use of precise, thoughtfully chosen, and imaginative details. In this particular Functional Writing assignment, some students did not consider all the information provided. For example, a number of students used incorrect dates for the anniversary celebration. They were not penalized in this instance; however, in future, students should be aware that they must carefully consider and use the given information accurately.

The photograph in the **Response to Visual Communication** depicts a night scene at the Canadian National Exhibition in Toronto. In the foreground, a sharply focused smiling man is holding a laughing child aloft in the palm of his hand, while crowds and a brightly lit ferris wheel form a blurred background. This significant human moment was perceptively discussed by many students. It is encouraging to note that in the Response to Visual Communication assignment, many students wrote unified compositions of high quality; many students attempted to analyze the photographer's message and its visual impact.

Students achieving the acceptable standard of performance tended to interpret the photograph in a conventional way, using generalized details for support. These students often wrote about the fun that young and old alike enjoy at the fair. Many students observed that the photographer focused on the man and the child.

Students achieving the standard of excellence handled the thematic aspects of the photograph well, presenting insightful interpretations. The photograph elicited responses such as "The baby symbolizes the frailty of the inexperienced; the father represents love and trust." These students discussed the photographer's choices in an articulate, perceptive manner. They noted, for example, the photographer's intentional blurring of the background to illustrate how inconsequential everything else is in comparison to the love shared by the man and child, and the photographer's capturing, in the background, enough of the setting to set the stage for the fairground drama.

Part B: Reading (Multiple Choice)

Results

Results are in average raw scores.

Total Part B: 46.0 out of 70

Subtest Results:*

- Course Content
 - Main Ideas/Details: 18.8 out of 30
 - Relationship Between Form and Content: 11.1 out of 17
 - Human Experience and Values: 10.9 out of 16
 - Knowledge of Revision and Editing: 5.2 out of 7
- * Readers are cautioned **not** to compare subtest results because the subtests are not of equal difficulty. Readers should compare these provincial subtest results with their own school results.

Examination Blueprint

Classification by Course Content	Classification by Thinking Skills			Totals
	Literal Understanding	Inference and Application	Evaluation	
Main Ideas/Details	27, 28, 29	13, 22, 26, 30, 32, 40, 44, 46, 51, 52, 55, 56, 59, 62, 65, 66, 68, 69, 70	9, 17, 18, 20, 23, 25, 31, 41	30 items (21%)
Relationships of Form and Content	14, 24	10, 16, 47, 48, 54, 57, 58, 60, 61, 63, 64	8, 42, 43, 67	17 items (12%)
Human Experience and Values		2, 6, 7, 12, 15, 19, 21, 49, 50, 53	1, 3, 4, 5, 11, 45	16 items (12%)
Knowledge of Revision and Editing	34, 37	33, 35, 36, 38	39	7 items (5%)
Totals	7 items (5%)	44 items (32%)	19 items (13%)	70 items (50%)

Question by Question Results

Question Key Difficulty*

1	B	79.1
2	D	85.6
3	A	87.3
4	D	57.5
5	D	80.6
6	C	64.5
7	C	93.0
8	C	45.2
9	D	77.6
10	D	67.1
11	A	51.8
12	D	45.8
13	B	50.6
14	C	53.3
15	D	83.2
16	A	43.5
17	D	57.9
18	B	60.7
19	C	54.2
20	A	71.5
21	C	59.5
22	B	60.5
23	D	65.8
24	A	75.0
25	C	41.5
26	C	79.5
27	A	76.1
28	C	48.4
29	B	80.1
30	D	62.7
31	B	69.4
32	D	88.1
33	D	82.4
34	A	65.6
35	B	87.8
36	C	81.4
37	C	74.0
38	C	72.2
39	B	58.9
40	A	75.6
41	C	48.4
42	A	76.6
43	A	73.1
44	A	44.4
45	C	70.3
46	B	52.0
47	B	72.1
48	A	70.5
49	C	48.3
50	C	59.3
51	B	54.5
52	D	68.5
53	B	67.7
54	A	62.2
55	D	59.6
56	A	47.0
57	D	46.0
58	D	72.6
59	B	60.7
60	C	70.7
61	B	76.2
62	D	70.8
63	A	45.1
64	A	84.5
65	D	50.5
66	B	67.0
67	A	73.3
68	B	65.9
69	A	52.2
70	B	76.1

* Difficulty—percentage of students answering the question correctly

The table at left shows question-by-question results and the keyed answers. Parallel tables in the school and jurisdiction reports show the percentage of students selecting each alternative. From this table, teachers can determine areas of strength and weakness in the achievement of their students relative to the province as a whole and, consequently, areas of strength and weakness in their programs.

The table below relates to four questions selected from the examination. For each question, three statistical references are given: the percentage of all students writing the examination who chose the correct answer, the percentage of students achieving the **standard of excellence** (80% or higher, or A, on the whole examination) who chose the correct answer, and the percentage of students achieving the **acceptable standard** (but not receiving marks higher than 64%, or C, on the whole examination) who chose the correct answer. The comments following the table discuss some of the decisions that students made and some of the skills that they used to answer correctly.

Percentage of Students Correctly Answering Selected Questions
(Parts A and B combined)

Student Group	Question Number			
	6	20	24	35
All students	64.6	71.6	75.0	87.8
Students achieving the standard of excellence (80% or higher, or A, on the whole examination)	82.2	92.1	82.7	93.5
Students achieving the acceptable standard (between 50% and 64%, or C, on the whole examination)	59.4	67.9	73.7	87.1

6. The narrator turns her back when she thinks Bill is about to leave a tip for her (lines 93-94). This shows that she is

- A. rude
- B. insecure
- C. discreet
- D. confident

Some teachers believed that **question 6** would pose great difficulty because the keyed response "discreet" was not within English 33 students' range of knowledge and understanding.

The question was relatively easy, however, with 64.6% of all students answering correctly: 82.2% of the students achieving the standard of excellence chose the correct alternative, and 59.4% of the students achieving marks between 50% and 64% answered correctly. Clearly, the word "discreet" is within the lexicon of English 33 students. As well, it is apparent that the students understood the nature of the narrator's character in order to successfully interpret the question.

20. The dialogue between Don Quixote and Sancho Panza in lines 96 to 110 reveals that Sancho Panza's MAIN interest in travelling with Don Quixote is to

- A. acquire riches and status
 - B. escape from his nagging wife
 - C. experience adventure and freedom
 - D. provide protection for Don Quixote
-

24. According to George Iny, a person who drives mainly in the city should buy a car that is

- A. compact
 - B. full-sized
 - C. sub-compact
 - D. intermediate-sized
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35. In paragraph 2, Robin changes "many" to "35,000" in order to achieve

- A. appropriate tone
 - B. specificity
 - C. transition
 - D. coherence
-

In **question 20** students were given a fairly lengthy line reference to aid them in discerning Sancho Panza's interest in travelling with Don Quixote. As predicted by some teachers, students who did not take the time to check the line reference were incorrectly drawn to alternative B. Without a careful re-reading of the cited lines, these students attributed the closing remarks of Sancho Panza's nagging wife as the primary force in his decision to accompany Don Quixote. While 71.6% of the students chose the correct response, alternative B attracted only 6.1% of the students achieving the standard of excellence; 17.7% of the students achieving the acceptable standard were drawn to alternative B.

Although most teachers who reviewed the examination felt that **question 24** would be a very easy question, they predicted that some students would not re-read the selection to confirm their answer. A reference in the article to sub-compacts being "just the ticket for nipping in and out of tight parking spots around town" lured those students who did not take the time to check the article more thoroughly to find Iny's actual recommendation. It is interesting to note that the tendency to jump to a conclusion was more pronounced in the students achieving the standard of excellence. Although 82.7% of this group chose the correct response, 16.8% were drawn to alternative C. Of the students achieving marks between 50% and 64%, 73.7% chose the correct response and 14.8% were drawn to alternative C. Of the students failing the examination, 56.2% chose the correct answer and 15.7% selected alternative C.

The word "specificity" as the keyed response in **question 35** was identified by some teachers as being too difficult for English 33 students. In fact, an overwhelming number of students, 87.8%, answered correctly. Students achieving the standard of excellence did very well on this question: 93.5% chose the correct alternative. Of the students achieving the acceptable standard, 87.1% responded correctly. Of the students failing the examination, 69.3% answered correctly. This suggests that students were able to isolate the root word "specific" and apply it to the situation with relative ease.

Students were required to make decisions about appropriate revisions to Robin's first draft of her letter in questions 33 to 39. The questions were, on the whole, fairly easy for the students. It is encouraging to note that the students understood the rationale behind Robin's revisions in areas such as tone, diction, and conventions.

For further information, contact Gloria Malick, Tom Dunn, or Elana Scraba at the Student Evaluation Branch, 427-2948.

